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ABSTRACT

This annual report presents information on projects funded with monies from the Elementary Secondary Education Act, Title IV-C, that may help project directors, evaluators, and potential IV-C proposal writers in the management, evaluation, and writing of IV-C programs. Evaluation of each IV-C project was completed by the appointed evaluators during the first and second years of project operation. The micro-macro IV-C evaluation is completed at the end of each project year by the same evaluators who were invited to attend a scheduled meeting in the Pennsylvania Department of Education (PDE) to discuss the strengths and weaknesses of IV-C programs operating in Pennsylvania. Managerial concerns, program concerns, project evaluation, PDE concerns, and general concerns are presented for the following programs: citizenship/legal education, community learning, dropout prevention, environmental education/science, fine arts, gifted, language arts/reading, lifetime sports, and special education. In addition to summaries of the meetings, a consensus report on the concerns is presented. An outline of items that should be included in the year-end summary report is also included. (SW)

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1977 ESEA TITLE IV-C YEAR-END SUMMARY REPORT

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Pennsylvania Department of Education 1978

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INTRODUCTION

This publication presents information on projects funded with ESEA Title IV-C monies that may help project directors, evaluators and potential IV-C proposal writers in the management, evaluation and writing of IV-C programs.

Evaluation of each IV-C project was completed by the appointed evaluators during the first and second years of project operation. The micro-macro IV-C evaluation is completed at the end of each project year by the same evaluators who were invited to attend a scheduled meeting in the PDE to discuss the strengths and weaknesses of IV-C programs operating in Pennsylvania. General topics of discussion were: **I. Managerial Concerns, II. Program Concerns, III. Project Evaluation, IV. PDE Concerns,** and **V. General Concerns.**

The PDE wishes to thank the ESEA Title IV-C evaluators/monitors who participated in the development of this document by stating their observations at the year-end summary report meetings in September 1977.

Consensus Report

I. Managerial Concerns

A. Strengths:

- Personnel managing and instructing in the program are well qualified.
- Community awareness was evident through a review of logs, bulletins and local newspaper articles. Also, local people were used as resources for instruction.
- Goals and objectives are flexible.
- Relationships between staff and on-site administrators are strong.
- Facilities are generally adequate.

B. Weaknesses:

- All segments of the school staff and community should be involved in the development of the program.
- Project director should have an administrative or a managerial background.
- Objectives and goals should be developed out of good needs assessment studies.
- Some type of evaluation should be initiated to generate baseline data.
- In programs involving a large geographic area, or multiple school districts there should be a concentrated effort to increase communication to all constituents.
- New project directors and/or managers should become acquainted with the details, (i.e., objectives, log, fiscal, etc.), and particularly the original rationale, of the program.
- Project directors and/or managers should receive training from PDE in project administration.
- Relationship between the central administration and project staff was often strained.
- Late start-up of project due to timing of PDE funding.
- Parents of students involved in the project are often not informed of the objectives and expected results prior to the actual operation of the project.
- Provide adequate in-service training for all staff members, including paraprofessionals.

II. Program Concerns

A. Strengths:

- Projects successfully addressed basic needs.
- A great need exists for replication of these programs through adaptor/adopter programs.
- The knowledge level of students increased as the program operated.

- Activities are most effective when the participants are involved in their development.
- Activities are most effective when they reflect and relate to the students' interests and skills.
- Activities are most effective when adequate resources are provided.
- Through educational conferences, publication of results in professional journals, visits by professionals, and attention to dissemination techniques, replication becomes more likely.
- Projects have increased intraschool and interschool communications.
- In-service for basic education staff helped change attitudes toward the program.
- The special nature of IV-C projects permits freedom and informality not always possible in a normal classroom.
- The programs provide opportunities and activities for students who may never have the chance to become involved in something new and different.

B. Weaknesses:

- Within each program the philosophy and activities must have similarities if they are to be successful.
- Scheduling of students' classes for released time for special events should have full cooperation of school administration and teaching staff.
- Project manager must be aware of negative attitudes of students not involved in project.
- The least productive activities were those imposed from the LEA Administrators, abstracts, etc. (i.e., approximating conditions of the standard classroom).
- Long in-service days or too many in-service days were least productive for program development.
- There should be a definite follow-up after the project ends for educational benefits to continue.
- Strengthen dissemination between the PDE, intermediate unit and the internal district staff.

III. Project Evaluation

A. Strengths:

- The assignment of evaluators for the life of a project is positive effort toward an effective total evaluation process.
- The consultation dimension of this evaluation project is worthwhile.
- New evaluation strategy has high potential for developing continuity, infusing other ideas through the year-end summary report sessions and the feedback to directors. Next year, directors should be included in the year-end summary report meetings.

B. **Weaknesses:**

- There is a need for specific baseline information before projects begin.
- Each project director should, after the second year as part of his/her dissemination practices, develop an audiovisual report for presentation to other LEA personnel and to the public.
- Districts should show evidence of attempts to follow through on evaluators' recommendations.
- The assigned evaluator should have some flexibility in determining whether to visit the project for two consecutive days, rather than two separate days several months apart.
- Project directors should continue to assume the responsibility for providing secretarial assistance to evaluator/consultant report development, duplication of report and mailing of report.

IV. **PDE Concerns**

A. **Strengths:**

- Effective technical assistance was available through the cooperative efforts of PDE personnel.
- The relationship between the PDE personnel and evaluators is most commendable.
- The PDE provides effective leadership in promoting and supporting the program.
- Active on-site involvement by PDE staff should continue and is seen as an integral part of project's success.

B. **Weaknesses:**

- More comprehensive dissemination of projects via special publication, PDE tabloid, RISE, etc.
- The state should have priorities but not 100 percent. Categorical grants give direction, but some monies should be left for individual innovations. National priorities should also be taken into consideration.
- School districts should have a say about the priorities selected by PDE.
- There should be more follow-up on projects after the funding cycle has expired to determine if any of the project activities have been taken over by local districts.
- The difference between ESEA Title I and Title IV-C services to students should be delineated.
- Additional study and research is needed regarding the continuance and success of the program, as well as a long-term study of students involved in the program.
- Modify instructions to project readers so as to support those applications which are, in their initial stages, directed toward small target populations.

V. General Concerns

A. Strengths:

- Title IV-C should be continued so as to stimulate new ideas in school districts.
- The increased use of nonprofessional personnel has proved valuable.
- IV-C provides an incentive for districts to develop new programs or update old programs.

B. Weaknesses:

- State regulations should allow the involvement of nonpublic schools.
- There should be a careful delineation of roles and responsibilities within the project staff.
- The community as a resource should by used by the schools.
- Longitudinal follow-up studies need to be conducted.
- Categorical grants should not be reduced the second year, since most programs need a longer time to develop effectively.
- Evaluators should be involved in the total process from the LEA to the PDE staff.
- Bring project directors/managers together to discuss their projects as a learning experience.
- Evaluators' year-end summary report should be made available to all participants.

Some *few* projects should be extended to five or more years (i.e., when such extension is warranted).

ESEA TITLE IV-C

YEAR-END SUMMARY REPORT

"CITIZENSHIP/LEGAL EDUCATION"

Office of Planning and Evaluation
1977

SUBJECT: Summary: Report and Concerns of Evaluators of ESEA Title IV-C "Citizenship/Legal Education"

TO: Waldo Weaver

FROM: Robert Schell, Chairperson

The evaluators of the subject program met on September 15, 1977, from 9 a.m. to 3 p.m. The meeting was chaired by Robert Schell, was attended by these evaluators:

George Arbutina
George Bibighaus
Rosalie Harrison
Raymond Voltz

I. Managerial

- Concerning interpersonal relationships, it is desirable to start from the bottom, i.e., the involved teachers, and work up. Contact with the teachers' union representative often pays off. Assignment of responsibility of all staff is important. All segments of the community should be involved in the development of the program.

- Concerning resources, it was decided that the budgets were effective and the facilities satisfactory. The major problem seemed to be time: a number of projects started later than planned and never caught up. Most personnel seemed well qualified, although the qualifications of staff to teach gifted students was questioned in one project.

- Community awareness of the projects was evident from a review of logs, bulletins, and local newspaper articles. All projects not only made community people aware of the project, but local people served as resources to the schools and received students in the community.

- Goals and objectives should be flexible. This infers that the evaluators must provide critical input on their view of objectives and goals. It was noted that curriculum specialists of the PDE are available for consultation, and it was recommended that individuals be identified by the department for evaluator consultation.

- Pre- and post-testing should continue until something better comes along, or if some other instrument is designed to do the job.

- The techniques recommended are a pre-game plan for evaluators that is flexible, a possible self-evaluation by the project to have data in order, and a clear log book of activities.

- The project director should have some administrative or managerial background, and the staff should possess either educational or experiential background that fits them to their role.

- An interest in the types of goals and activities being attended to in the project seemed to be the most important quality for a successful project.

II. Program

- Activities: Most effective activities found were:

  (1) Role playing

  (2) In-service - resource people are brought in.

  (3) Personal contact with community (field) facilities - depending upon the conditions and needs of each project. All activities must be carefully planned and be inter-disciplinary in nature.

- Resource lists should be made according to grade level of students, i.e., third grade pupils would be introduced to the community police officer and high school people would be involved with court cases in progress, etc.

- Within each project the philosophy and activities must have similarities if they are to be successful.

- Projects successfully address students' basic needs.

- Through our observations we have discovered a great need for replication of these projects through adaptor/adoptor programs. Projects are well worthwhile and well worth expansion statewide.

- In one project dealing with gifted children, teachers not in the project do not wish to cooperate by releasing gifted children so they can participate.

III. Project Evaluation

- Design: overall-projects have adequate evaluation design.

- The evaluators should be careful that some of the procedures/methods stated in the design are practically feasible to determine or implement in terms of available time or instruments.

- Some of data were not reported due to problems at the beginning of the project.

IV. PDE

- We commend PDE for assistance during projects.

- We commend PDE for the promotion and support of projects.

- The role of the PDE should be continued, and there should be expanded communication between PDE and districts. We suggest more comprehensive dissemination of projects via special publication, PDE tabloid, RISE, etc.

- We should have state priorities, but not 100 percent. Some left for special situations. Categorical grants give direction (desired) but some monies should be left for individual innovations.

- Priorities must be examined and reexamined in light of changing societal conditions.

V. General

- Problem - We should see that the spirit as well as the letter of the law is carried out, and state regulations should be developed to involve nonpublic schools. It is realized that there is a certain difficulty in that the structure of nonpublic schools is often traditional and innovative practices are often more difficult to implement.

- We should carefully delineate roles and responsibilities within the project staff.

- New evaluation strategy, individual, rather than team is good. Continuity within the same person for the life of the project is most beneficial.

- Categorical funding makes sense. Buying materials and having in-service bears heavily on the first year. Some districts are afraid to apply for IV-C funds due to the final loss of funds.

- If we didn't have IV-C funding, there would be much less valuable learning. We could not keep up with changes in society. The best place to spend money is on kids. Lack of money tends to stagnate educational programs.

- There is a strong movement of accountability for education, via EQA and Project 81. We need strong direction. Others feel that education is a local issue, encouraging innovation and creativity. We agree that the projects under consideration are in line with accountability to the local community and the state. With the gifted program we have to watch the issue of enrichment vs. acceleration.

- The political-legal or citizenship projects will have an impact on the development of better citizens. If results and projects are valid, and good dissemination takes place, we will have a better informed citizenry. If these indications are true there could be a reduction of vandalism. A better attitude will come about between schools and community due to the interactive nature of the community and the school.

ESEA TITLE IV-C

YEAR-END SUMMARY REPORT

"COMMUNITY LEARNING"

Office of Planning and Evaluation
1977

SUBJECT: Summary: Report and Concerns of Evaluators of ESEA Title IV-C "Community Learning"

TO: Waldo Weaver

FROM: Joseph Hojak, Chairperson

The evaluators of the subject program met September 14, 1977, 9 a.m. to 3 p.m. The meeting was chaired by Joseph Hojak.

Evaluators in attendance:

Roy W. Allison
Cliff Burket
Henry Gilbert
John T. Kupice
Norman A. Miller
Austin Peters
Cecil R. Trublood
Charles Walker
Vincent Yuskiewicz

I. Managerial

. Objectives and goals were largely being met at a satisfactory level for the first year.

. In cases where some objectives have already been met, it seems advisable to set new objectives and/or arrange new prioritiss.

. Objectives and goals appear to have been developed out of good needs assessment studies, which have produced sharp, clear objectives and goals.

. Some type of evaluation needs to be initiated at the start of the project in order to generate baseline data. The evaluation plan must be tied very tightly to the objectives.

. The evalaution techniques should be appropriate to the kinds of objectives involved.

. Projects that are involved in a large geographic area must make a more concerted effort to increase communication to all constituents.

. New project directors need to become acquainted with the details of the project, particularly the original rationale for the project, and the general direction in which the project is going.

. Project directors should have access to all budget information and the opportunity, within guidelines, to change allocations in various areas.

. Minor problems are occurring in transportation of students and in the insurance coverage needed in this area.

. Second-year funding appears to be inadequate in some projects.

- The community awareness is excellent, perhaps the result of extensive involvement of a significant number of people from the community.

- Project managers should be trained by PDE. Changes in project management should result in orientation and coordination with the person(s) who wrote the project. Changes in project management should be communicated by the LEA to the project evaluator.

- Important traits and skills of project managers include, but are not limited to: commitment to the project goals and objectives; awareness of the needs upon which the project is based; communication and human relation skills; specialized knowledge and experiences with the content area(s) covered by the project; ability to coordinate resources required to operate the project.

II. Program

- Given similar needs and resources, the adapter/adopter, developer/demonstrator concept is easily applicable to these projects.

- It may be valuable to pull out one aspect of a project for replication. Data should support the value of replication. *"RISE"* makes available *"The Catalog"* of IV-C abstracts.

- The knowledge level of clients increased as the program operated. Pre- and post-tests support this information. As a result of the projects, we note there is a greater awareness, increased knowledge and changed attitudes.

- Some groups in the educational system show a negative attitude if they are not involved. If they are involved in establishing needs, they feel positive about the project. It becomes a matter of communication and involvement.

- If the projects' positive achievements are not communicated to educators and their public, negative attitudes pertaining to it may result. This is especially true with boards of school directors, who may be asked to fund the program upon expiration of the grant.

- As far as student participation in the projects is concerned, all aspects of the projects are positive. As a general rule, the more people are familiar with a project, the more favorable they are to it.

- Activities are most effective when the participants are involved in their development.

- Activities are most effective when they reflect and relate to student interest.

- Activities are most effective when adequate resources are provided.

- In general, activities were consistent with program objectives.

- Program objectives were addressing the needs as identified.

III. Project Evaluation

- There is a need for specific baseline information before projects begin. The baseline information should then be utilized in on-going formative evaluation to improve the project.

- Project directors need to better understand the evaluation process and its implications for the total project. They can use types of data to develop meaningful evaluations.

- The assignment of evaluators for the life of a project is another positive effort toward total evaluation. A new dimension of project accountability has been added with this approach.

IV. PDE

- State priorities should be clearly defined, justified and distributed.
- School districts should have input into the priorities selected by PDE.
- The PDE should attempt to provide greater technical assistance upon request, particularly in areas requiring publication of written resource material and information related to the project.
- Districts starting new projects should be required to send the person *most* responsible for project implementation to the PDE-sponsored session to receive orientation on guidelines and information regarding technical assistance expected, etc., so that this individual becomes familiar with PDE support, requirements and areas of assistance.
- More follow-up on projects is needed after the funding cycle has expired so as to determine if it is taken over by local districts. Is it suitable for consideration?PDE shcould do some analysis of projects to pull them together under a comprehension coordinated plan for implementation, i.e., community-learning statewide.
- PDE should provide as much background data to project recipients as possible; this data may include literature, research, etc., focusing on the project areas (RISE might help here).
- PDE should make efforts to raise the level of competence of evaluators.
- The difference between Title I and Title IV-C service to students should be delineated.

V. General

- The new evaluation strategy is working well. ThePDE has responded to a past need for continued, in-depth evaluation spanning more than one year. This should be strengthened by having more efficient and competent evaluators who are possibly paid better.
- Categorical aid reduction should be more selective and be based on the needs of the project. One year at full funding may be too short a time for adequate project evaluation.
- Title IV-C should be continued to stimulate new ideas in school districts. Also, it promotes incentive by establishing needs and encouraging activities and objectives to meet the needs. The adapter/adoptor plan of replication of the most workable projects would be lost without Title IV-C.
- The PDE should be involved in analyzing programs that now exist, using the results to evaluate priorities.
- Trends in Pennsylvania:
  - The community as a resource should be used by the schools.
  - Likewise, the communities should use the resources of the schools.
  - The increased use of non-professional personnel has been a valuable resource.

ESEA TITLE IV-C

YEAR-END SUMMARY REPORT

"DROPOUT PREVENTION"

Office of Planning and Evaluation
1977

SUBJECT: Summary: Report and Concerns of Evaluators of ESEA Title IV-C "Dropout Prevention"

TO: Waldo Weaver

FROM: Richard May

The evaluators of the subject program met September 15, 1977, 9 a.m. to 3 p.m. The meeting was chaired by Richard May. Evaluators in attendance were:

Louis Buckwalter
Craig Browne
Mary Cooper
Frank Furgele
John Holbert
Elmer Lear
Robert Lesnik
Ted Polk
Carl Welch

I. Managerial

- The relationships between staff and on-site administrators were strong.
- The relationship between the central administration and the project staff was often strained, this being due to the lack of interest of central administrators. The lack of communication and basic understanding of the home school faculty tended to strain their relationships with project staff and project students.
- Budget was adequate more often than inadequate for the objectives of the project. The evaluators felt that their individual project budgets were used for basic equipment and not spent on materials and equipment not applicable to the project.
- The staffs involved in the administration of these projects were *good* to *excellent*. Most staff were certified in their field and were selected from the local district. The group discussed the pros and cons of noncertified personnel teaching in the project. The opinions differed as to the effectiveness of noncertificated instructors in certain projects.
- Personnel involved in projects were doing an excellent job.
- The evaluators' group discussion revealed that project facilities were unique to the school districts. For example, some projects were located in the home school (school within a school), others were isolated in another part of town, some in good environments, others in poor environments. Regardless of the facility, there was an acceptable education program.
- Schedules for projects differed. Some started as the regular school day, others staggered their time. The evaluators felt that the time was adjusted to the student interest span.
- All agreed that the central administration was prompt in administering the allocated funds to the project.

- All evaluators felt that their project directors were community-minded and used many methods of disseminating information. Again, as the discussion progressed, the evaluators felt that the community (parents) was extremely interested, whether it was for selfish reasons or for general community improvement.

- The goals and objectives of the individual projects were being met as written in the project guidelines.

- A pre-test and post-test (or survey) should be required for each project. It was suggested that this be an evaluation rather than a test. A teacher evaluation and teacher log should be used.

- Techniques and/or methods which seemed most effective in determining success or failure of a project should include:

  1. Teacher records and comments
  2. Daily log of each student
  3. Rewards for success of students/clients
  4. Individual attention and concern
  5. Concern for clients in and out of school
  6. Parent conferences (parents-teacher-pupil)

- The project manager and staff should have the following traits, training and experience:

  1. Must be special people interested in students.
  2. In-service training.
  3. Time to visit other similar programs.
  4. Practical experience with this kind of student.

- The following particular qualities or characteristics commonly found among the staff seem essential or crucial to effectiveness:

  1. Staff members must be able to relate to persons enrolled in the project.
  2. (About the same as listed for item above).

II. Program

- The most effective activities were almost invariably those which demonstrated familiarity with the preoccupations and interests of young people. Wherever and whenever a linkage was effected between the formal, cognitive components of curriculum and the social involvements and practical needs of youth, the chances of effectiveness were increased. Style–in language and mannerism–also played a part; avoiding stiltedness and stuffiness was important.

- Activities calling for youths' sharing in the initiation and execution of the program also improves effectivness. Activities drawing upon past experiences of the learner and anticipating future experience added to meaningfulness. It was important that learners be able to see the outcomes of their efforts and assess their own contributions to these outcomes. Directly experiencing personal success and personal worth was imperative.

- To these points might be added freedom to move about (getting away from the sedentary), dramatization, tie-in with popular TV personalities and programs, and relationship with the world of work. In all instances, staff enthusiasm for an activity proved infectious.

- The least productive activities were those imposed from above, those that were abstract, formal, conventional and unrelated to student interests. In short, they approximated conditions of the standard classroom.

- The changes needed call for the conversion of formalized, adult-imposed activities into the functional, youth-oriented variety.

- The program activities tended to be similar in their concern with young people–*their* purposes, interests and anxieties. They also exhibited–when successful-professional staffs exuding resourcefulness, imaginativeness, boundless energy, dedication.

- Many of the people in the programs seemed to be aware that prevention of dropouts, cutting down absenteeism, and reducing student hostility to school on the one hand *and* building a sense of student self-worth on the other hand require treatment of the learner as a person. Merchandisers have mastered the techniques of creating a consumer market–sometimes for shoddy goods. Educators are now looking at *their* market and doing meaningful and exciting things to capture and hold the attention of learners.

- Through educational conferences, publication of results in professional journals, by professionals and attention to dissemination techniques, replication becomes more likely.

- *A personal word:* I favor having project directors (who take pride in their projects) contacting local teacher education colleges and inviting two or three student observers (for academic credit) for one or more semesters.

- Characteristics of clients before the program began and after tended:

  Before:

  1. high number of absences
  2. poor discipline records
  3. difficulty in relating to teachers and other school personnel
  4. home and other societal problems

  After:

  5. tremendous enthusiasm, less absences, less hostility toward school personnel, better self-concepts and self-esteem, better attitude about school in general.

- Negative aspects of programs:

  1. some stigmatism of students.
  2. some students felt project students were afforded too many privileges.
  3. some project students didn't want to ride buses for fear of being subjected to unkind remarks by other students.

- Projects generally wery well received by parents, board members, etc.

- **Another point:**

  There should be more involvement in the projects by policemen, firemen, the clergy, businessmen and others, like social institutions, social workers, etc.

III. Project Evaluation

- Evaluation design may change in projects for the following reasons:

  1. Grantsmanship may require a tight research design, but in an experimental program where everyone becomes engrossed in making the program go some evaluation procedures may be forgotten.
  2. Realistically, the evaluation may take the form of observation of individual socio-economic and academic growth in the form of student records, contracts, teacher-made tests, student logs and teacher logs versus the use of standardized pre-/post-testing. Evaluation, in short, is competency based versus norm reference evaluation.

- A general problem of evaluation with these types of projects is that changes in a student's behavior may not be observable during the first year a student is in the project.

- The concepts of the projects seem to remain constant with those of the original project proposals.

- It is recommended that the stages of project implementation be detailed in the project journals so that the information would be available for replication.

- The important aspects of reporting in the affective realm are difficult to verbalize in reports because project staffs may be too involved to identify procedures and the project evaluator/consultant cannot be on site long enough to follow the transitions. Project logs are important to good reporting, in combination with observation and discussion.

IV. PDE

- The evaluation committee agrees that effective technical assistance was available from PDE personnel. The relationship existing between PDE personnel and the evaluators is most commendable.

- The evaluators commended the PDE staff for guidance and project interpretation. The PDE personnel have been flexible and supportive in this area.

- The question of certification of project personnel in their assignments deserves further consideration. The evaluators agree that certification is preferable. However, it should not be mandatory, nor should it be as rigid as traditional certification requirements.

- The PDE continues to provide effective leadership in promoting and supporting the program.

- The future of the program and the role of PDE in the next several years warrant further study, of the program, in addition to a long-term study of students in the program. The committee cited the possibility of involving the community in the long-term study of student success and participation in the program.

- No rules, regulations or standards handicapped the project. The rules are flexible and quite liberal.

- The state should continue to develop priorities. Careful thought should be given as to how the priorities are determined. The State Board of Education might consider this as one of its responsibilities. One or a few PDE officials should not assume this important function.

- Priorities should be defined in such a way as to provide flexibility in the development of projects.

- The state priorities are still valid. They are timely! Perhaps some variations of the same theme. Review is essential.

V. General

- These types of programs attract very little attention, and generally scool districts do not publicize them. Alternative experiences (education–verbal and skill) need to be considered acceptable as academic experiences in satisfying graduation requirements.

- Longitudinal follow-up studies need to be conducted. This can have a great impact on education (25 year follow-up). PDE could provide the leadership for these studies.

- Additional emphasis needs to be given to population probability.

- Though monitor evaluation is favorable, more time and additional experiences are needed to adequately judge its effectiveness.

- The evaluators/monitors should meet more frequently to discuss day-to-day problems, concerns and outcomes. Prescriptor observer notion needs some structuring.

- Categorical aid should not be reduced the second year, since most programs need a longer period of time to be developed effectively.

- If IV-C programs are not continued, the value of student-oriented and support programs would be minimized or deleted. Since such projects provide unlimited opportunities to children with unusual needs, the lack of such projects would lessen the overall progress of the school district.

- In the discussion it was noted that people working in these programs need special preparation. Statewide emphasis needs to be placed on training or certifying personnel for the alternative disciplinary programs. Evaluators' meetings are a step in the right direction, and the PDE is to be commended for planning them.

- The project evaluators should meet more often. It is felt that the committee members received more information through the interaction of evaluators than they could receive anywhere else.

ESEA TITLE IV-C

YEAR-END SUMMARY REPORT

"ENVIRONMENTAL EDUCATION/SCIENCE"

Office of Planning and Evaluation
1977

SUBJECT: Summary: Report and Concerns of Evaluators of ESEA Title IV-C "Environmental Education/Science"

TO: Waldo Weaver

FROM: Robert Schwille, Chairperson

The evaluators of the subject program met September 15, 1977, 9 a.m. to 3 p.m. The meeting was chaired by Robert Schwille. Evaluators in attendance were:

Paul Dunkelberger
William Grady
Doyle Paul
George Shoffstall
Norman Smith
Waren Tobin

I. Managerial

- Excellent relationships existed between local staff and administration. Also support for the project by the chief school administrator and school boards was evident. This also existed in the E-3 project, which ranges over the five southeastern IU's.
- Resources
  - Without exception the budgets adequately support the program's activities.
  - Personnel and facilities are adequate for the program's activities.
  - The time-line for program activities was hindered by lag between project activity and dispersal of funds from PDE to the local school district.
- Community awareness is good throughout all projects. Some projects did not include the service clubs and community groups. Rural projects receive little notice in newspapers.
- The goals and objectives are being met in all local school district projects.
- A pre-test and a post-test should be required part of each project.
- Methods and techniques, unique to each evaluator, were used to assess student and teacher growth, as well as the enthusiasm and interaction of each group. Administrative change of all people (students, teachers, community members) involved in the project needs to be assessed.
- Training and experience of local school district personnel are limited.
- The dedication of the staff to develop professionally is evident with the enthusiasm they bring to the project.

II. Program Activities

- Activities
  - The most effective activities were the on-site activities at the environmental study area. The *hands-on* opportunities at each study area, along with the individual learning experiences and group activities, contribute much to the success of each project. The interest of the teachers toward program activities and pupil progress were also evident. One in-service program was conducted for 15 days after the normal school year and was very helpful to program development.
  - Very long in-service days, along with too many days of in-service, were least productive for program development. There was an evident lack of planning for inclement weather, and projects were not taking advantage of specialized activities. After-school sessions were also least productive.
  - Activities should be structured to encourage transfer of learning from one subject to another, i.e. math to science, English to all subjects. Improvement is necessary in the interdisciplinary approach to environmental education. More motivation by project leaders is necessary to keep the project viable. More depth and time for study by students are needed throughout the projects. A greater amount of planning for activities is necessary. More field trips and time away from the normal school day would also contribute to program growth.
- No differences are noticed in program philosophy and program activities.
- Basic needs are being met or are in the process of being met. There is evidence of program spin-off to other staff members.
- Replication of these projects can occur both statewide and nationally. All projects are exportable, and most evaluators saw this as a part of the school's and project's responsibility.
- There is some apathy toward science, and the evaluators believe this results from the apprehension elementary teachers have toward science as a subject. Also there is a lack of coordinated K-12 science programs in the project districts.
- The projects have increased intra- and inter-school communications. There is a greater interest in science and an apparent improvement in self-direction by students. Also there seem to be improved staff interaction and coordination of the K-12 science program.
- There must be a definite follow-up after a project ends if educational benefits are to continue. Secondary teachers, in a few instances, are not as motivated as the elementary teachers by the project activities. Project is well received by others in the community in all cases.
- In some cases simple modifications could have made the project more viable. Additional use of community resources would help program growth in most cases. In some projects more hands-on experiences for students would have been helpful.

III. Project Evaluation

- The project design is appropriate and very well done in all districts. The design, though simple, is more than adequate to implement.
- Concept was good and clear. Objectives were measurable, basic needs were identified, and activities concurred with the needs.
- Implementation

- Many student activities were identified and were being utilized as learning experiences for the students. The activities illustrated student interest and good motivation toward learning. The staffs professional growth was clearly evident in all projects.

- More extensive coverage in all types of media - public relations - is necessary in all projects. Pictures to support articles would help spread project information. Wider distribution and more frequent reporting to the educational community would also be good public relations.

IV. PDE

- Policies and Procedures

  - PDE consultants and area representatives have been more than adequate in their work with the evaluation. Materials are good, and guidance and interpretation have been precise and succinct. PDE staff continues to go beyond the call of duty, giving *personalized* attention to individual project needs.

  - Limited state travel funds impeded the above activities.

- Special commendations are due the PDE staff for supporting the difficult start-up phase of the projects.

- As these projects continue, it is assumed that the PDE staff will continue to be effective. The evaluators commend the PDE staff for its pioneer role in initiating innovative projects under competent state leadership.

- PDE's role and regulations are seen as mutual reinforcements to the needs, desires and demands of the projects. As environmental concerns become more uniform, attention can be given to a uniform approach to curriculum and teacher preparation.

- PDE priorities should not supersede local initiative and innovative programs to serve local needs. Sufficient flexibility should be permittted local school districts; federal/state support should help districts develop educational programs which address their specific problems.

- State priorities can provide educational leadership but not at the expense of local need.

V. General

- Evaluators should be fully aware of the present and the future directions of PDE in regard to design of Title IV-C projects.

- Evaluators should be involved in the total process of evaluation, from the LEA to the PDE staff. This would improve the effectiveness of the evaluation process.

- Categorical aid creates the need for district cooperation and requires the district to assume project responsibility.

- The lack of Title IV-C projects would curb innovation and change in educational practice and cause districts to become educationally in-bred. Future needs in some districts may not be served without Title IV monies.

- The projects indicate an educational trend.

ESEA TITLE IV-C

YEAR-END SUMMARY REPORT

"FINE ARTS"

Office of Planning and Evaluation
1977

SUBJECT: Summary: Report and Concerns of Evaluators of ESEA Title IV-C "Fine Arts"

TO: Waldo Weaver

FROM: Joseph McCarthy, Chairperson

The evaluators of the subject program met September 28, 1977, 9 a.m. to 3 p.m. The meeting was chaired by Joseph McCarthy. Evaluator in attendance was:

Samuel Romesburg

I. Managerial

. Recommend that the Office of Planning and Evaluation provide all project directors a guide to fiscal management of ESEA, Title IV-C projects and that consideration be given to scheduling workshops addressing this concern.

. Recommend that the Office of Planning and Evaluation consider providing a one-day workshop for project directors prior to initiation of new projects and that these workshops be structured so as to give attention to:

  . General ESEA Title IV-C project management.

  . Specific managerial and developmental advice in each of the content areas embraced by ESEA Title IV-C programming.

  . Transfer of practical information from seasoned project directors to those without prior programmatic experience.

II. Program

. Recommend that application guidelines be restated so as to encourage development of projects to address smaller and more manageable target populations, at least in the first two years of project life.

. Recommend that application guidelines be restated so as to emphasize local needs and priorities as criteria for program design, implementation and evaluation.

. Recommend that each project director be required, as a function of second or third year dissemination practices, to develop an audiovisual report appropriate for presentation to other LEA personnel and to concerned members of the public; that the Office of Planning and Evaluation provide technical assistance in the design and production of cogent, persuasive 15-30 minute presentations in such media as slide/tape or videotape; and that provisions be made for cataloging and distributing these presentations.

III. **Pennsylvania Department of Education**

- Recommend that cost of evaluation be assumed by the Department of Education so as to permit and encourage greater flexibility in scheduling monitoring practices appropriate to the evaluation needs and developmental and operational stages of individual projects.

- Recommend that the Department of Education specify, as a criterion for project grant award, the readiness of the applying agency to assume throughout the life of the project a progressively higher level of project costs.

- Recommend that the Office of Planning and Evaluation modify instructions to project readers so as to support those applications which are, in their initial stages, directed at small target populations as well as large target populations.

IV. **General**

- Recommend that all concerned members of the Pennsylvania Department of Education staff be encouraged to endorse and assist project directors in making full use of RISE and in applying for adapter/adoptor and developer/demonstrator validation.

- Recommend that the selection committee for project validation and for adapter/adoptor and developer/demonstrator support be expanded to include project directors and additional staff of the bureaus of Curriculum Services and Special Education, persons who have had opportunities to monitor a variety of projects in the field.

V. **Evaluation Information**

- Recommend that the Office of Planning and Evaluation specify that the ultimate purpose of periodic evaluator meetings is to increase the quality and effectiveness of ESEA Title IV-C projects and that this purpose will be accomplished through monitoring procedures which are incisive, responsive and positive.

- Recommend that, in the absence of other pertinent consideration, the practice of assigning evaluators to the full term of a given project be continued.

ESEA TITLE IV-C

YEAR-END SUMMARY REPORT

"GIFTED"

Office of Planning and Evaluation
1977

SUBJECT: Summary: Report and Concerns of Evaluators of ESEA Title IV-C "Gifted"

TO: Waldo Weaver

FROM: Noretta Bingamen

The evaluators of the subject program met September 13, 1977, 9 a.m. to 3 p.m. The meeting was chaired by Noretta Bingaman. Evaluators in attendance were:

Richard Erdman
Ronald Gossman
John Tardibuono
Geraldine Ruddy
Randall Manning
Bruce Gursick
Jack Yohe

I. Managerial

- General consensus affirmed support of chief administrators and school boards. There is a need in several cases for support from basic education staff. Questions arose concerning depth of understanding on part of basic education staff. Concern was expressed about orientation of total teaching staff.

- Philosophy of gifted and scope of gifted education. A suggestion was made to have evaluator meet with school board members to gauge their support. It was recommended that the project director present an annual report at a school board meeting. Each superintendent might usé newsletters, in-service sessions and other media to further awareness of project status.

- There was evidence of follow-up support in some projects. Need for visible support through involvement of board members was mentioned.

- Budgets were allocated wisely in proportion to the needs and goals of the project. The majority of the budget was allocated for salaries.

- Personnel–Roles of staff were clearly defined and understood by project personnel. In one case role definition was not adhered to. Selection of personnel was according to fair labor practices except in one instance. In at least one instance some problems occurred from combining teaching role with supervisory responsibility.

- In several cases the facilities were excellent but there was concern over the time needed to transport the students to the site.

- In at least two projects, not enough time with children was planned at specific grade levels. Too many grade levels were involved to permit real depth. The suggestion was made to limit the coverage of only a proportion of the school population rather than trying to cover all grade levels. Teacher planning time needs to be carefully supervised and altered so that basic education staff does not develop morale problems. Majority of teacher time should be spent working with children.

- Newspaper articles, scrapbooks, spots on television, newsletters within districts were used as means of acquainting the community with the projects in all cases.

- Despite projects' late start, the consensus of the evaluators was that not only were the goals and objectives being met but in some cases the staff went beyond the goals.

- Evaluator techniques appropriate for measuring gains for gifted students were lacking in most projects.

- There is a need to state as specifically as possible the gains accrued by participation in the project. A weakness evident in some projects was a means of evaluating pre- and post-test results.

- In terms of training, many staff people had no training in gifted education (with the exception of two individuals who had course work and experience with gifted students).

- The staff was highly organized, well led, willing to learn, committed to gifted education, mature, flexible.

- A project director's characteristics were responsible for the overwhelming success or lack thereof of the individual project.

II. Program

Activities Most Effective:

- In-servicing of basic education staff helped to bring about attitude change toward gifted children. This in-servicing involved several meetings, not just one meeting dealing with the topic of giftedness.

- Classroom activities of the *hands-on* type developed the higher levels of thinking.

- Activities which were appropriate to the students mental ability.

- Activities which involved many choices on the part of the student.

- Activities which allow students to think independently and to be creative.

- Activities which allow gifted students to interact with other gifted students.

Activities Least Effective:

- Activities which required greater quantity of work.

- Activities which were not differentiated for the needs and characteristics of the gifted child.

- Activities assigned to teachers of the gifted in which he/she had no expertise.

- Activities which require teachers to implement differentiated activities without making any schedule changes.

- Activities which stressed achievement gains.

- Activities which are not part of the goals and objectives of the project.

Similarities and Differences in Program Philosophy:

- The philosophy and program activities were in harmony with each other, and the activities pertained to the higher levels of thinking and improvement of self-concept.

- A definite statement of philosophy should be included in each project proposal.

Addressing the Basic Need:

- Each project was very successful in addressing the basic need of the gifted in their locality.

Replication:

- The projects are all likely to be replicated because of their effectiveness in meeting the needs of the gifted.

Characteristics of Clients Before and After Project:

- Clients were made more aware of community resources and application of their learning as applied to community life.
- Basic education staff developed a better understanding of needs of gifted children.
- Students have developed a more realistic view of their abilities and career expectations.
- The total project staff became more aware of each other's needs.
- The projects were geared to the basic needs of the area and helped the clients better appreciate the gifted.
- Community clients better appreciated the public schools.

Negative Aspects

- Gifted group was seen as being privileged as compared to the non-gifted group.
- In some cases, the mislabeling of children has led to a false expectation on part of the child.
- In some programs late starts led to problems of trying to do too much too rapidly.

Other Approaches

- Although there are other approaches, the approaches taken were seen as being most successful for each project.
- Where a project was weak, the director made the necessary changes to develop a worthwhile project.

III. Project Evaluation

- The section related to evaluation was determined to be the weakest component of approved and submitted proposals.
- It was determined that project developers need a wider background on evaluation techniques related to the gifted and talented.
- A change in proposal guidelines would enhance the documentation of evaluative procedures.
- A final report should be completed at the end of the project year and be available to all concerned with the project. This would be of great assistance to the evaluator of the project.

- Program developers need to employ techniques used in research.

IV. PDE

- The consensus was that as requests for information were forwarded, the PDE responded appropriately.
- More advice could be provided by PDE staff at project negotiation and this should be documented formally.
- As technical assistance and project modification develop, the project director should forward to the evaluator copies of the project changes.
- Periodic statements of program development/progress should be forwarded to the evaluator/monitor.
- It was felt that aid ratio modification in consortium arrangements should be facilitated other than by resubmission.
- Gifted supervisor at the department level functioned beneficially when visiting projects, meeting with participants and providing technical assistance.
- Active on-site involvement by PDE staff is encouraged and is seen as an integral part of project success.
- There was no problem specifically addressed to certification; however, there is concern about the lack of certification from the Bureau of Certification for teachers of the gifted.
- A lack of services for the gifted in grades K-1-2 and 10-12 indicated a need for programming in these areas, and state priorities should reflect these. The listing of state priorities was beneficial to project writers, and the gifted as a priority must remain.

V. General

- Bring project directors together to discuss their projects as a learning experience.
- Three years' assignment for a monitor to a project should continue.
- Evaluator's report should be made available to all participants.
- In some cases the project director did not provide those items stated in the procedural manual:
  - Checks not presented at close of day.
  - Space and privacy was not provided the evaluator writing the report.
- Project evaluators should be kept informed of project progress as it develops and not wait until the day of the evaluation.
- There would be limited alternatives to programs, as has been possible under IV-C.
- There would be less money for innovative programs if no monies were available from federal programs, ie., ESEA Title IV-C.
- Project often has helped to avert legal challenges from parents against districts not having gifted programs.
- Some programs can fit state-mandated requirements.

- The LEA could open the possibility for programs which would not otherwise be possible.
- Funds provide an incentive for districts to develop programs and/or update programs.

ESEA TITLE IV-C

YEAR-END SUMMARY REPORT

"LANGUAGE ARTS/READING"

Office of Planning and Evaluation
1977

SUBJECT: Summary: Report and Concerns of Evaluators of ESEA Title IV-C "Language Arts/Reading"

TO: Waldo Weaver

FROM: John Meehan, Chairperson

The evaluators of the subject program met September 14, 1977, 9 a.m. to 3 p.m. The meeting was chaired by John Meehan. Evaluators in attendance:

Alex Afton
Timothy Burris
Clyde Corle
Mary Jane Fall
Harry Gorton
Melvyn Haber
Robert Martin
Seymore Solop

I. Managerial

- Basically, in each project there was support by the chief school administrator, school board and project personnel.
- Any support by other school personnel not involved in the project will come about only after the program has made some progress toward its goal.
- Late arrival of project funds appeared to be a problem in initiating several projects.
- In certain projects involving reading improvement, the absence of certified reading teachers sometimes hampered carrying out programs.
- Some felt that reimbursement should be allocated to the director of the project if considerable extra time is needed to carry it out.
- If the goals and objectives of a project indicate a change, some pre- and post-evaluation should be included. The evaluation, however, should be appropriate to the objective.
- Parents of students involved in the project must be informed of the objectives and expected results prior to the actual operation of the project.

II. Program

- The special nature of IV-C projects permits the freedom and informality not always possible in a normal classroom. The real value of a project lies in how much it benefits individual students. The activities that are least productive are those that duplicate the mechanical tasks of the normal classroom.
- Replication is important in any worthwhile project. Provision for continuation of worthwhile outcomes should not depend, necessarily, on continued outside funding.
- Staff development, when a part of a project, should consist of practical activities instead of lectures only.

- The ESEA IV-C program releases students from the rigidity of the regular curriculum.

- The teachers hired specifically for the projects seem to have better morale and do a better job than *regular* teachers do.

III. Project Evaluation

- In scheduling second and third year evaluations, when the scope of the project is limited, the number of evaluators should be restricted to the original monitor. However, if the monitor feels additional help is needed, he/she can request it. In case the evaluation team is reduced in size, the affected persons should be notified in advance.

- Monitors/evaluators would like to study the evaluation reports by the regional monitors and self-evaluators of the project. Names of various evaluators should be furnished to those concerned.

- Evaluators request that they be sent *two* copies of the evaluation form.

- It is requested that a copy of the funded proposal be sent to the evaluators by the project director prior to the scheduled evaluation so that they have the opportunity to prepare themselves for the on-site evaluation.

IV. PDE

- We are not sure about PDE support and leadership. More feedback may be needed.

- State and national priorities are a reality.

V. General

- What are the criteria for extending a project three years?

- The evaluators opposed reduction of categorical aid because of continuing inflation.

- Evaluators suggested that some exceptional projects that require more time be funded up to five years.

ESEA TITLE IV-C

YEAR-END SUMMARY REPORT

"LIFETIME SPORTS"

Office of Planning and Evaluation
1977

SUBJECT: Summary: Report and Concerns of Evaluators of ESEA Title IV-C "Lifetime Sports"

TO: Waldo Weaver

FROM: Douglas Boelhouwer, Chairperson

Evaluators of subject programs met September 15, 1977, 9 a.m. to 2:15 p.m. The meeting was chaired by Douglas Boelhouwer. Evaluators in attendance were:

Paul Bell
Albert E. Ferrara
Victor C. Maccarelli
John Sandel
Edward Terek
John Weichel

The following report, organized around the summary/discussion form prepared by the Title IV office, contains the consensus of comments made by the evaluators about the first year of the lifetime sports programs:

I. **Managerial**

- Relationships - There was a consensus among the evaluators that all projects had the solid support of both the chief school administrators and the school boards. The common denominator seemed to be their realization of the need for these projects in their respective districts. Staff personnel seemed to be very supportive.

- Resources - Budget problems, especially those requiring changes, could be alleviated by providing flexibility in repurchasing equipment that was initially purchased by misjudgment or was inappropriately supplied by the distributor.

- Personnel - Most evaluators felt that more volunteers should be used. Pressure is building up to tie in wage rates with teacher labor contracts. However, this should be handled on a local basis.

- Facilities - Facilities are generally adequate, but attempts are still being made to obtain added provisions for such purposes as storage. Rates for off-campus facilities have not been unreasonable.

- Time - All evaluators feel that the schedule for the project was very adequate.

- Community Awareness - Feeling was universal that more attention needs to be given to informing the public, as well as administration, parents, teachers and *all* the students, about the project. Involving adults, especially retired people, should be considered for this purpose. Word-of-mouth is the best way to spread the word. Attempts also need to be made to enlist the support of faculty members who are not presently affiliated with the project. There should be a *big* annual event each year to focus on the lifetime sports program.

- Goals and/or Objectives - From a managerial standpoint, the goals and objectives are being met in the various lifetime sports projects, inasmuch as a broad-scope program is being attempted.

- Pretest and Posttest - Criticism was made about too much testing, in some instances because it tends to interfere with the actual program. Post-testing or survey testing needs to be done, but probably only after the three-year period. Each year a subjective evaluation needs to be made. Some pre-testing should be done–and attendance scrutinized–as the degree of interest needs and entry level of competency of students (testing an experimental group, not necessarily all students) need to be ascertained.

- Other Considerations - If staff personnel and time are available, then an individual evaluation can be made for each participant.

  In-service training to teach new sports skills should be held for the staff. There was evidence that all projects had included some type of in-service, but this should be further developed.

  Human relations and success in relationships is the best characteristic of a staff member. However, there is a danger that a staff person's designated role may take precedence over human relations.

II. Program

- The lifetime sports programs included traditional activities assocatied with an LTS program, such as:

Tennis	Bowling
Swimming	Badminton
Golf	

- Additional activities were also very much a part of the programs and should be considered by all projects. They were:

Hiking	Snorkeling
Backpacking	Snowshoeing
Orienteering	Canoeing and Boating
Jogging	Camping
Trap Shooting	Riflery
Fly Casting	Mountain Climbing
Table Tennis	Horseback Riding
Judo and Karate	

- The six lifetime sports programs, in rural areas of Pennsylvania, provided opportunities and activities students might never have had the chance to become involved in. For most of the children, it was a chance to become involved in something new and different, such as participating at private clubs and public recreation facilities, as well as meeting future basic needs. The programs, in general, are received well by local school boards, parents and students.

III. Evaluation

- The design of evaluation introduced the consultative dimension, which is seen as worthwile. However, when districts follow guidance of the consultant, they may find it difficult to obtain objective assessments from that same consultant when he/she assumes the role of evaluator.

- Consensus was that districts should show evidence of attempts to follow through on recommendations.

- Mechanics, procedures and reporting all seem adequate from the evaluators' point of view. Usefulness to the districts is not known. Some help may be needed to assure adequate clerical assistance for report writing.

- Evaluation of progress (impact) for lifetime sports should deemphasize testing for grades. The long-range objectives included enjoyment of sports activities. Therefore, assessments should be softer - growth in participation, increased voluntary continuation of participation, degree to which program is integrated into the regular program, parent and community participation, anecdotal records of progress, etc.

- New evaluation strategy has high potential for developing continuity, infusing other ideas through year-end summary report sessions and feedback to the directors. Next year, directors should be included in the year-end summary report sessions.

IV. PDE

- Upon request, PDE technical assistance has been very good.

- Programs of excellent quality have been presented by PDE staff, making program guidelines understood by LEA's and evaluators.

- All evaluators indicated properly certificated personnel are being used in programs.

- It appears that there are no problems with PDE leadership and support of the program, with its role in managing Title IV-C, or with department or State Board rules, regulations or standards that may handicap the program.

- The department is very cooperative and must continue to help LEA's whenever possible and in the best possible manner.

- Priority should be considered for small rural districts that do not have the professional staff to write and produce competitive programs.

- Priorities of the state should be developed from priorities identified by LEA's:

  .LEA Priority Lists
  .Long Range Plans

- State priorities change with state leadership. Basic skills (reading, math, English) and lifetime sports should be placed at the top of the list.

- Lifetime sports programs would not have developed in many LEA physical education programs without imputus from these IV-C programs. Title IV-C is a *shot in the arm* to revise and develop physical education curriculum throughout the state.

V. General

- The consensus seems to be that the new evaluation strategy is more than adequate. Whatever difficulties that have been encountered have been worked out. The major strength is the close follow-up that can be maintained through the three-year period. The year-end summary report meeting is a tremendous asset.

- Categorical aid does, indeed, make sense. If we are asking school districts to respond with a declaration of their needs, it is most helpful to be able to provide some monies to help them meet these needs.

- If Title IV-C funding were discontinued, we would lose one of the only *forces* for innovation throughout the state. This would have a very negative effect on communities as a whole, not just students.

- The implications of lifetime sports programs in districts across the state can have far-reaching effects. There is increased leisure time for society in general; our aim is to enable people to use this time beneficially.

ESEA TITLE IV-C

YEAR-END SUMMARY REPORT

"SPECIAL EDUCATION"

Office of Planning and Evaluation
1977

SUBJECT: Summary: Report and Concerns of Evaluators of ESEA Title IV-C "Special Education"

TO: Waldo Weaver

FROM: Carl Thornton, Chairperson

The evaluators of the subject program met September 13, 1977, 9 a.m. to 3 p.m. The meeting was chaired by Carl Thornton. Evaluators in attendance were:

Edward Cibik
Barbara Fredette
Nicholas George
Paul Krivaceh
Mandy Lotz
Earl McWilliams
Corroll Redfern
Anna Scott

I. Managerial

- The majority of chairpersons reported relationships of project personnel with local staff and administration to be excellent and wholesome.
- Some recommendations were:
  - Administrators, especially principals, could have been (in some projects) more zealous in reinforcing teachers. This probably would have led to increased output.
  - At the IU level, supervisors of programs for the handicapped should become aware of this program and actively seek candidates.
- Administrators were supportive. A need was expressed for increasing the awareness of school board members. To achieve this:
  - In the second-year evaluation, some projects may include board members in exit conference.
  - Project directors should report regularly to their school boards as well as to their administrators.
- Principals should not only support the project but become active participants.
- In some situations, there is a time lag (as much as three months) between a child's initial referral and entry into the program. Where this is blamed on late delivery of funds, it should be noted that this is illegal in Pennsylvania.
- A consensus rating of good was awarded to selection of professional personnel. It was evident in some cases, however, that nonprofessional personnel were not well chosen. One possible remedy here is to provide adequate in-service training for paraprofessionals.
- Many projects are achieving excellent community awareness. Others need to do more in this area, and it was agreed that almost every project could benefit from heightened emphasis on increasing *parent* awareness.

- Chairpersons agreed unanimously that goals and objectives, as stated in proposals for programs for the handicapped, are being implemented according to what was said in the proposal.

- General consensus reenforced the concept that the value of pre- and post-testing depends on individual projects. The group also concurred that the most effective project assessment will occur in the project's second year of operation. If pre- and post-testing is deemed appropriate for individual projects, both formal and informal assessments should be used.

- The most effective methods of determining the success or failure of projects were on-site visitations and the opportunities for communication with project staff and project-involved children. A contributing factor for all projects showed the general involvement of staff members, pupils and parents.

- Project staffs consist of well-qualified, certificated, multi-experienced people who are described as enthusiastic, creative, professionally aggressive, socially personable, dedicated and flexible. True needs of projects are known by staff personnel whose contagious enthusiasm is evident in fulfilling objectives to satisfy needs.

- True professionalism by the project staffs, intertwined with commitment, honesty and integrity is viewed as essential for project improvements.

II. Program

- Activities are those educational experiences or events designed to achieve the objectives or needs of the projects being evaluated. The activities considered to be most effective were staff development through in-service training; development of a district curriculum guide to meet individual needs; the availability of instructional materials; the use of video tapes; teacher/consultants who involve classroom teachers in individualization; orientation of students to encourage self-identification; resource room learning activities; experiential simulation to promote community awareness; well-developed Individualized Education Programs; training of parents and teachers in use of sign; permitting handicapped children to participate in Governor's School for more than one year. The majority of activities were considered effective.

- Least productive were dissemination of project information to district and intermediate unit program supervisors and the written interpretation of video tapes. There were difficulty with over-identification of population and cumbersome anecdotal records. Group parent meetings seem to become ineffective *after* children are placed in a program; PTA meetings involve parents.

- The only major recommended change was the strengthening of dissemination of information between the state department and line staff. It was urged that special education supervisors receive first line information about Title IV-C projects.

- In general, in all projects there seemed to be a compatibility between program philosophy and program activities. Needs and objectives correlated with both the written philosophy and the expressed concerns of project personnel. In only one instance was any incompatibility exhibited and in that the project philosophy outstripped the implementation.

- All evaluators were explicit in saying that programs are highly successful in addressing themselves to the basic needs of the project population.

- It is the group consensus that all projects under Title IV-C and Handicapped lend themselves to replication. Though replication is significant, there is a concern that innovation should also be a major criteria or determinant as to whether a project be continued or not. Both innovation and replication appear to have equal importance and significance. Replication implies extension, not duplication. At least two of the projects under Title IV-C and Handicapped have received validation as developer/demonstrator models under Pennsylvania diffusion.

- It has been reenforced, through discussion, that project participants have benefitted significantly as a result of the program. Whatever the handicapping condition, there is positive indication that there is the opportunity for each of the participants for:
  - Artistic growth through the combination of excellent teachers and enthusiastic, supportive fellow students.
  - Social growth, especially in inter-relationships, while involved in the project.
  - Career awareness through daily experiences. This is important for the handicapped, who have limitations to their range of career choices.
  - Improvement of self-image as evidenced in student logs and in conversation with them. Parent discussion and interaction through child involvement.
- No observable, negative experiences seemed to have occurred in the projects. Projects seemed to be accepted favorably, particularly where dissemination was both widespread and thorough.
- Where the need exists, a variety of supplemental approaches is used to provide strategies extending beyond predetermined project methodology.

III. Program Evaluation

- Design Concept (it is difficult to separate the plan from the idea). The external management and accountability system for Title IV-C projects appears to be efficient and effective. We endorse the continuation of an evaluation which enables the evaluator/consultant to remain with the same project for three years. This plan for the use of a third-party evaluator adds continuity throughout the duration of the project.
- It was suggested that the assigned evaluator should have some flexibility in determining whether to visit for two consecutive days rather than two days several months apart. This may occur though negotiation between the evaluator and the project director. Such deviations, as determined by program characteristics, may be agreed to by the evaluator and project director if they can occur without additional cost.
- The instrument used to guide evaluation is generally considered practical and applicable in terms of project design. Some concern was voiced about the length of the instrument, especially as it must be completed in one day. A suggestion was that if the full instrument is used once during the year, on the second visit the evaluator(s) may focus on a few specific areas.
- Implementation - It is recommended that project evaluation be given maximum flexibility in scheduling dates, times and continuity of visits to projects, provided it does not create an overexpenditure of project funds budgeted for this purpose. Should the budgeted amount for this purpose not be adequate the project evaluator should immediately contact the PDE's Waldo Weaver for approval and/or recommendations and assistance.
- If necessary, the project evaluator should help the project director determine the number of people to serve on the evaluation committee during the second year of the project.
- The concept of assigning a project evaluator to the same project for a three-year period is heartily endorsed. This will enable the project evaluator to serve more effectively as a consultant, become more involved and assume greater responsibility in the project.
- Reportage - The concept of referring to the project evaluator as an *evaluator/consultant* is strongly recommended and endorsed. This will facilitate a more congenial, frank, open and honest relationship between the evaluator/consultant and the project director and staff.

- Project evaluators/consultants should be relieved of the responsibility of making the decision or recommendation to continue the funding of the project, as currently required in the project evaluation.

- Project directors should continue to assume the responsibility for providing secretarial help for the development of the evaluator/consultant report, duplication of the report and mailing of the report.

- All projects funded by ESEA IV-C–Handicapped were found to have some internal measurement system for project evaluation and accountability.

- The PDE should review, for possible revision, the instrument currently used by on-site evaluators in Title IV-C.

IV. PDE

- Policies and procedures

  - Technical Assistance requested and/or given
  - Guidance /interpretation

    - Point 1 PDE direction should be limited to project direction rather than extraneous request which seem to impede the success of the project.

    - Point 2 Technical assistance and guidance received by PDE has always been available to project directors.

- State Policies

  - Certification - No problem in this area.

- Is the PDE leadership, promotion or support of the program adequate?

  - The Bureau of Special and Compensatory Education is adequate and meets the needs of project personnel. Members of the PDE have initiated contact with project directors.

  - Every evidence indicates a strong, positive relationship between PDE and coordinators of IV-C programs.

- What should be the role of the PDE in this program?

  - To lobby for increased funds.

  - To increase funds available statewide but retain mini-grants ($40,000 to $60,000).

- All projects comply with PDE and/or State Board of Education rules, regulations or standards without impeding the progress of the project. All project personnel were properly certificated.

- Priorities should be continued as now generally defined by state standards and regulations.

- The general consensus of the group was that state priorities in funding of IV-C projects should be continued. Howeve there was concern that undue consideration of priorities could be detrimental to local needs.

ESEA TITLE IV-C
CHAIRPERSON'S YEAR END SUMMARY REPORT

OUTLINE OF ITEMS FOR DISCUSSION

The strengths and weaknesses of the following itmes should be given consideration when compiling the Year End Summary Report. If any items *come to mind* which are not included on this itemized list, please feel free to include the discussion of these items in the written report.

Observations

I. Managerial

A. Relationships with local staff and administration--was there support of the chief school administrator and school boards?

B. Resources

1. Budget
2. Personnel
3. Facilities
4. Time
5. Others

C. Community awareness of the project.

D. Are the goals and/or objectives of the project being met?

E. Should there be a pre-test and post-test or (survey) required in each project?

F. Which techniques and/or methods seemed most effective in determining success or failure of the project?

G. What traits, training and experience did the project manager and staff have?

H. Are there any particular qualities or characteristics commonly found among the staff which seem essential or crucial to their effectiveness?

II. Program

A. Activities

1. Which activities were most effective with project participants?
2. Which activities (or type of) were least productive?
3. What major changes need to be made in the activities?

B. What were the similarities and differences in program philosopjy and program activities?

C. How successful are the programs in addressing the basic need?

D. Are these projects likely to lend to replication?

E. What are the characteristics of the clients before the program began?How have they changed as a result of the program?

F. Are there negative aspects or experiences occurring as a result of the project?How has the project been received by others, i.e., parents, non-project educators, board members, etc.

G. Are there other approaches to dealing with the same clientele which should be tried in addition to those associated with these projects?

III Project Evaluation

A. Design

B. Concept

C. Implementation

D. Reportage

IV PDE

A. Policies and Procedures

1. Technical assistance requested and/or given
2. Guidance interpretation
3. State policies

a. certification
b. after school hours
c. unions
d. others

B. Is the PDE leadership, promotion or support of the program adequate?

C. What should be the role of the PDE in this program and in the next several years?

D. Are there PDE or State Board of Education rules, regulations or standards which greatly handicapped the project? What about the certification issue?

E. Should we have state priorities? If yes, should each priority be clearly defined?

F. Are the state priorities still valid?

G. What are the implications for Department assumptions?

V. General

A. Is there anything else of which we should be aware at this time?

B. What is your opinion of this new evaluation strategy?

C. Does categorical aid reduction still make sense?

D. What would be the implications of not having a IV-C program?

E. What are the statewide trends and implications for statewide education in these areas which you evaluated?